The Ontario Readers

First Reader
Part I.

AUTHORIZED BY
THE MINISTER OF EDUCATION

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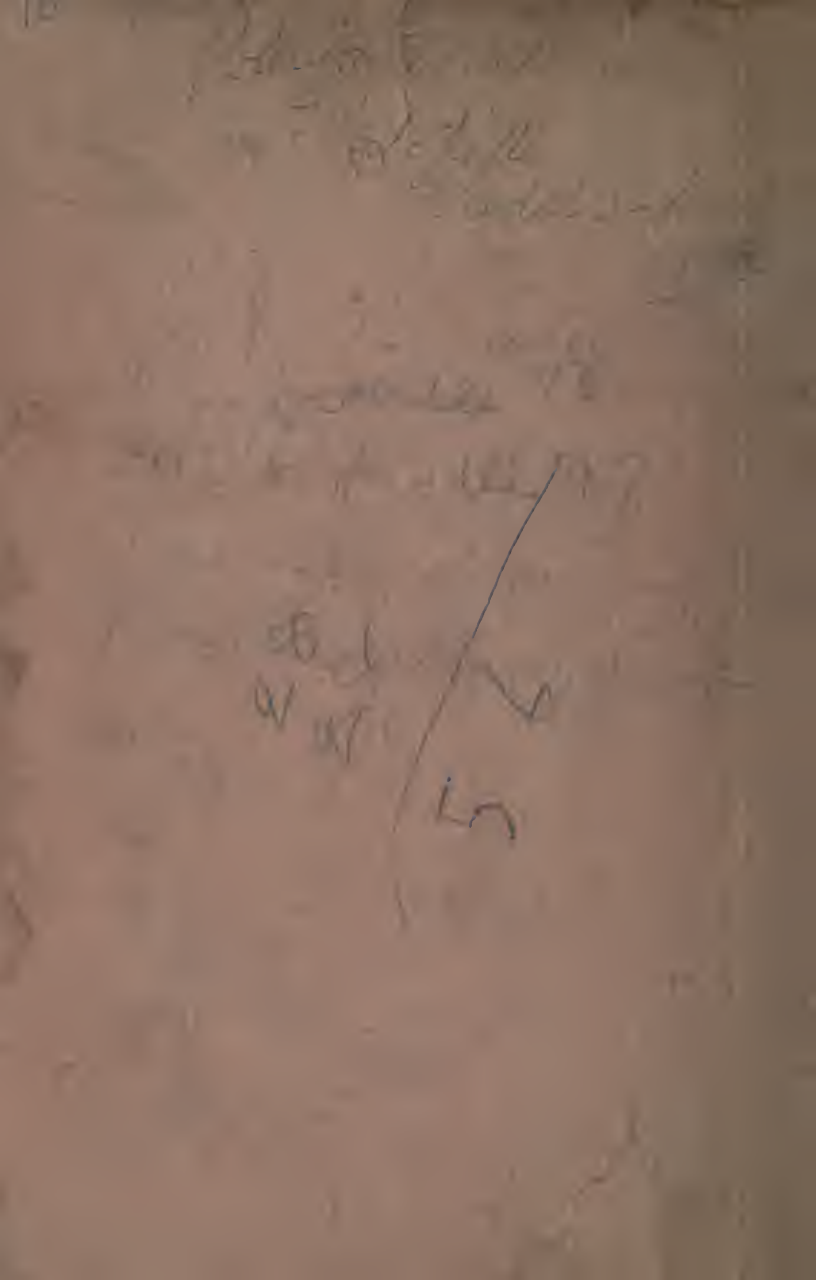

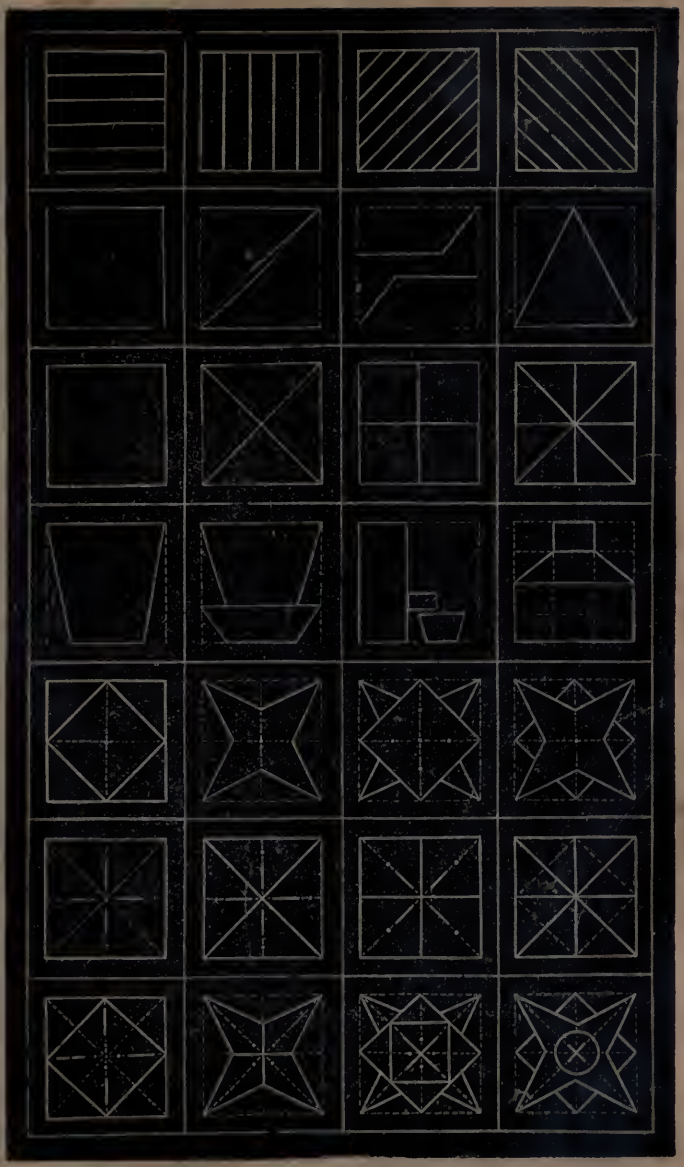

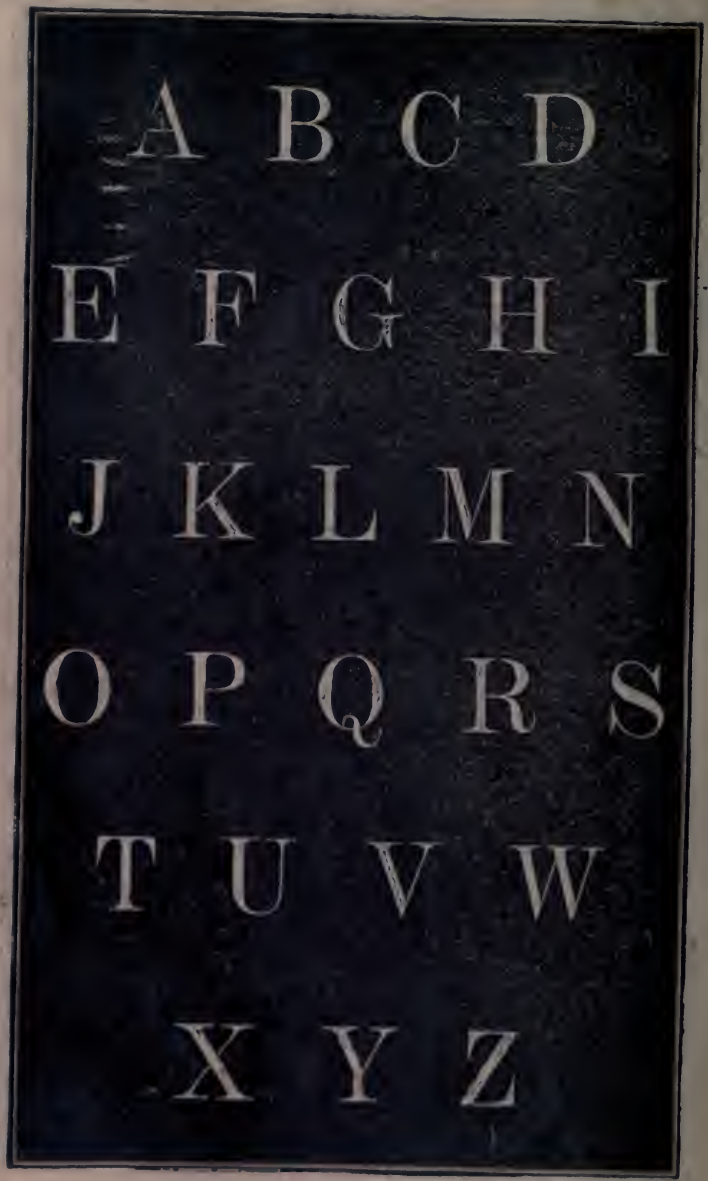
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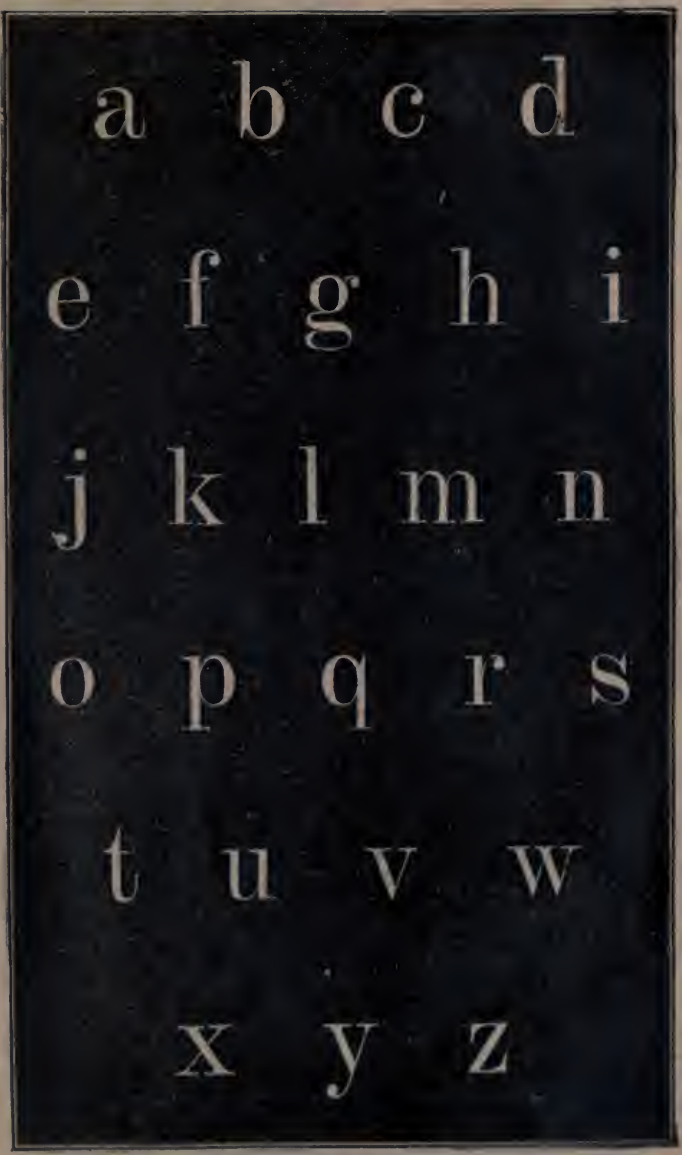
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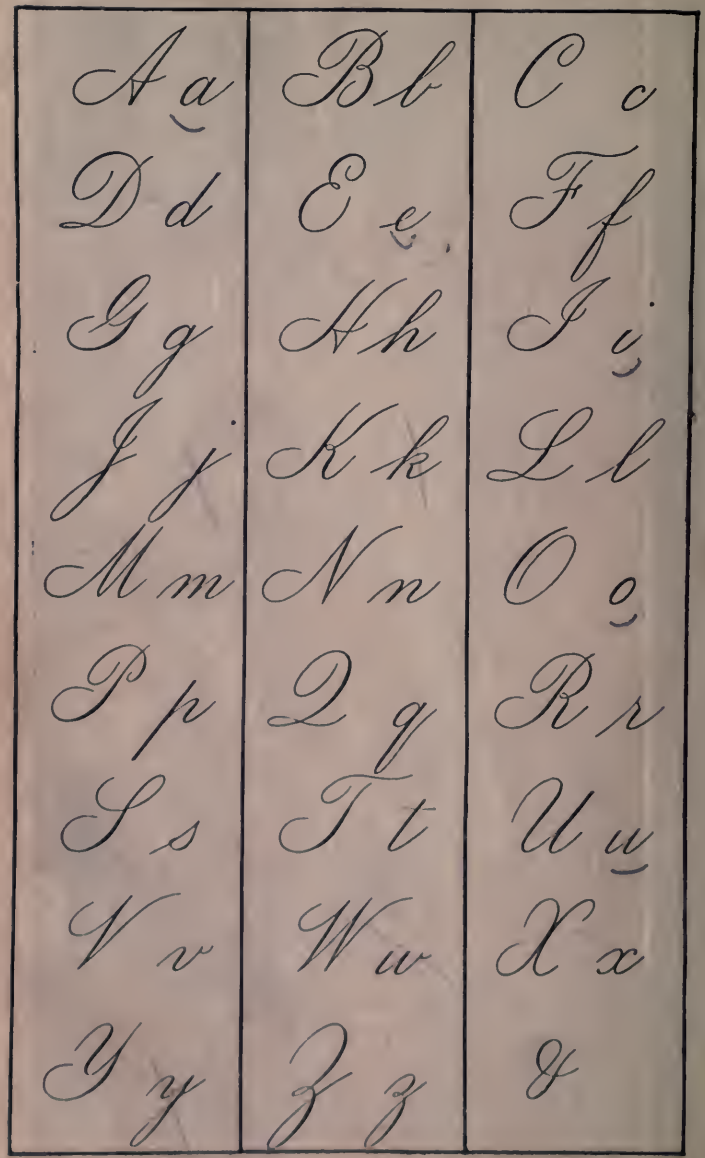


The Ontario Readers.

FIRST READER.

PART 1.

AUTHORIZED FOR USE IN THE PUBLIC SCHOOLS OF ONTARIO BY THE MINISTER OF EDUCATION

Entered according to Act of the Parliament of Canada in the Office of the Minister of Agriculture, by the Minister of Education for Ontario, in the year of our Lord, one thousand eight hundred and eighty-four.

TORONTO:
THE COPP, CLARK COMPANY (LIMITED).
1885.

Suggestions to the Teacher Respecting the Designs for Drawing.

Having chosen a design for a lesson, the teacher should place a copy of it on the blackboard, and aid the pupils to analyze its form and to understand the plan of its construction.

He should proceed somewhat as follows :—

First, as to Form.—Pointing to the copy he should require the pupils to name the figure upon which the design is based ; to show the points where the lines of this figure are divided ; to show what construction lines are drawn from these points ; to show what other construction lines are drawn, and the points where these are divided ; and so on. Then he should require them to point out and name the different forms of which the design is composed ; to show how the different lines of these forms are drawn ; to point out the forms that are repeated, and to state how often they are repeated ; and so on.

Second, as to Construction.—Having drawn upon the blackboard the figure upon which the design is based, he should require the pupils to show how its lines are to be divided for drawing construction lines ; to show from what other points construction lines are to be drawn ; in what direction the construction lines should be drawn ; what other divisions should be made ; what points should be taken as guide dots, and so on. Then he should require the pupils to show how one of the lines of the design should be drawn ; and when it has been drawn to show how and where the similar lines of the design are to be drawn ; and so on until all the lines of the design have been placed. Finally he should require them to state what parts of the drawing should be erased so that the resulting drawing may correspond with the given design.

The design should again be drawn on the board, either by the teacher or a pupil, or by the teacher and a pupil together, the different steps being, as much as possible, suggested by the class. Lastly, it should be drawn by the whole class on slate or paper, to the dictation of the teacher, or copied from the blackboard ; the teacher aiding individual pupils when necessary.

The teacher should occasionally require the pupils to reproduce the designs from memory, and to modify them by the addition or omission of details ; also to form, within some simple enclosing figure, original designs, from given elements, or otherwise.

The pupils should be required to sit upright ; to face the desk ; to keep their slates or papers on the desks in one position, the edges parallel with the edges of the desks ; to use long pencils, and to hold them lightly and so that the fingers will not obstruct the view of the line to be drawn.

PREFACE.

1. The plan of this Reading Book is simple. It is intended that all the words in the first five lessons shall be learned by sight alone. These lessons are based on the short sounds of the vowels. The words used in them are of two kinds,—those which represent the names of objects and those which do not. The former are to be learned by associating them with the pictures of the objects to which they are attached; the latter by using them in short phrases and sentences, referring to the pictures. Lesson VI. is a combination of word and picture and forms a review of the previous lessons.

2. With Lesson VII. commences phonic drill. The picture of an object and its word-sign are presented to the pupils, who should be taught to associate the word-sign with the sound which they utter as the name of the object represented by the picture. They should also be taught to analyze the sound of this word-sign to the extent of separating the sound of the initial letter from that of the following digram. For example, the sound *mat* should be separated into *m--at*. The teacher should assist the pupils in doing this, exaggerating at first the sound of the initial consonant, but finally obtaining from them the utterance of its exact power. In this way, all the consonants which form the subject of this lesson should be taken up. To emphasize their force, the teacher should print other digrams than *at* on the blackboard, and aid the pupils in obtaining new sounds by combining with the sounds of these digrams the sounds of the four consonants they are now learning. After this has been done, the picture at the head of the lesson should be talked about, and the pupils questioned upon it, in such a way as to excite the imagination. With constant reference to the picture the lesson should then be read; and only when this has been done should the *names* of the letters at the foot of the page be taught.

3. From Lesson VII. onward, all new words, not included in the phonic lists, are registered at the margin of the lesson to which they belong. These words should be used, after the lesson has been read, to secure, by means of drill, rapid word recognition, and distinct enunciation. They should also be frequently used in review with the same purpose. During the first reading of the book they should not be used for exercises in spelling.

4. In Lesson VIII. the same consonants are used as in Lesson VII., but with a new digram, and other consonants are introduced. Lessons IX. and X. are similar in design to Lesson VIII. The pictures at the head of these and other lessons throughout the book are intended to assist the pupils in clearly apprehending the thoughts which the sentences of the lesson express. Suitable questions given by the teacher will greatly contribute to this end.

5. Lesson XI. is the outline of a phonic drill. It can be but imperfectly represented in print. By the aid of the blackboard, the teacher should see

that the pupils know the powers of the letters employed in forming the words used in the lesson, and before leaving it, their names also. Lesson XII. consists of words arranged in groups of similar formation. Each group should be dealt with as exemplified in Lesson XI. Great patience should be exercised by the teacher at this stage of the pupils' progress, in order to ensure their rapid progress in subsequent lessons.

6. Lessons XIII. to XVI. inclusive, continue the drill upon the consonants as initials, combined with a few digrams of easy utterance. It is intended that each phonic list should be dealt with in the same thorough way as illustrated in Lesson XI. When these lessons have been mastered the pupils will have acquired the names of all the letters except *q*, *x*, *y*, *z*.

7. Lessons XVII. to XXV. inclusive, take up consonants as finals, the lessons being formed so as to include combinations of consonants as finals, with digrams having vowel endings.

8. Lesson XXIV. is exceptional, the letter *x* being a double consonant.

9. Lesson XXV. is also exceptional, but in a different way. The letter *r* modifies the sounds of the vowels *a*, *e*, *i*, and *o*, when following them; but as the modified sound is little likely to be mispronounced, it has not been thought necessary to give the lesson a different position in the order of lessons.

10. Lessons XXVI. and XXVII. exemplify the use of double consonants representing simple consonant sounds, as *ll*, *ss*, and *ff*; Lesson XXVIII. exemplifies the use of two consonants representing one consonant sound; and Lessons XXIX. to XXXII. inclusive, exemplify the use of two consonants to represent simple consonant sounds for which our alphabet has no single phonetic character, viz.: *sh*, *ch*, *th*, initial and final, *wh* initial, and *ng* final.

11. Lesson XXXIII. completes the alphabet.

12. It will be seen that, for the most part, throughout the book, the only words admitted are those whose sounds comprise *three* phonic elements. The only exceptions, other than those included in the next paragraph, are a few monosyllables in *x*, which are written, however, with three characters, *e.g.*, *fox*; a few words ending in *s*, whose uninflected forms have but three phonic elements, *e.g.*, *hits* from *hit*, *Sam's* from *Sam*, and *pigs* from *pig*; also a few sight words, such as *hard*.

13. It will be seen also that, throughout the book, words of only one syllable have been introduced, except a few, such as *into* and *cannot*, with the component syllables of which, the pupils have become familiar.

Again, only words containing not more than four letters are used, except in the last lessons, where uninflected words of four letters, but of only three phonic elements, are required to be used with *s*; *e.g.*, in such words as *ships* from *chip*.

FIRST READER.

PART I.

LESSON I. (ă).

cat rat hat

a and

a cat a rat a hat

a cat and a rat

a rat and a hat

a cat and a rat and a hat

cat rat hat

LESSON II. (ĕ).

hen pen men

the

the hen the men
the pen

the hen and the pen

the pen and the men

the hen and the pen and the men

a pin the pin

pin

New words.

Is
it
is

Is it a pin?

It is a pin.

a gig the gig

gig

New words.

It
in
big

Is it the gig?

It is the gig.

a pig the pig

pig

a big pig the big pig

Is it a pig?

It is a pig in a pen.

LESSON IV. (ŏ).

New words.
an
on
red
not

an ox

Is it not an ox?

It is an ox.

ox

a fox the fox

Is it a fox?

It is a red fox

fox

a box the box

Is the fox on the box?

It is not on the box.

box

a cup my cup

cup

New words.

I
by
my
see

I see a cup.

I see my big cup.

a mug my mug

mug

Is it my mug?

It is my big mug.

I see it by my cup.

a bud a bug

bud

the bud and the bug

I see a bug on the bud.

a cup a mug a bud

LESSON VI.

Reading Review.

New words.

See, A,
The, My

I see a . It is my cat. Is it a ? It is a rat and a cat.

See the ! It is not my hen.

See my ! My pen is in my . See my hat and pen!

I see the in the .

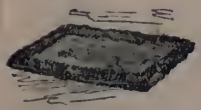
The men in the gig see the . The fox is by an . The ox is by a . It is my pig.

I see a in a . The cup is by a . The mug is on a . A is on the mug. See on the box the cup and the bud, the mug and the bug!

LESSON VII.

m, r, v, f.

The sounds of these consonants as initials, to be taught with the digram at.



m at mat
r at rat
v at vat
f at fat

mat vat

New words.
run
can
The
That
A, at

A mat and a vat. A big rat, and a fat cat. That is my hat by the cat. The cat is on the mat. The rat is by the vat. The cat can see the rat, and can run at it.

The names of the letters to be taught.

M m, R r, V v, F f.

LESSON VIII.

c, h, p, b, s; m, r, v, f, in review.

The sounds of these consonants as initials, to be taught with the digrams an *and* at.

New words.

his
pet
too
she
has
His
you
Yes
may
May
This
hand
man's

man	man	van	van
ran	ran	fan	fan
can	can	pan	pan
cat	cat	bat	bat
hat	hat	sat	sat
pat	pat	fat	fat

This is a fat man and his cat. His fan is in his hand, and his hat is on the mat. This is the man's cat. She is on the mat too.

Can the cat see the man and his fan? Yes, she can see the man and the fan in his hand. May I pat the cat? Yes, you may; she is a pet.

van, man

I see a man by a van. The man has a hat on. Is the van the man's van? Yes, it is his van.

pan, hat

Can you see a pan and a hat in it? Yes, I can, and the hat is a big hat.

I see a man and a bat, and the bat is in the man's hand. This man has a hat on too.

man, bat

The names of the letters to be taught.

C c, H h, P p, B b, S s.

LESSON IX.

n, l, g; h, p, s, in review.

The sounds of these consonants as initials, to be taught with the digrams et *and* ot.

New words.

He, he
to
we
off
No
rod
but
See
this
Do, do

net

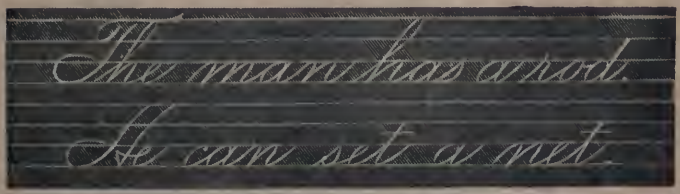
pot

n et	net		n ot	not
l et	let		l ot	lot
g et	get		g ot	got
p et	pet		p ot	pot
s et	set		h ot	hot

A net and a pot. This is a net. That is a pot. This is a net to set. That is a pot to get hot.

See this man! He has a rod in his hand. Yes, he has a rod and a net. Can he set the net? Yes, he can set it. Do you see the fat pig in the lot? Yes, but it is not my pig.

See the pot! Can the man get it off? No, it is too hot. Can the pig get at the pot? No, the pig is in the lot and can not get at it, but the pig can see the pot and the man too. Is it a pet pig? No, we do not pet a pig.



The names of the letters to be taught, or reviewed.

N n, L l, G g, P p, H h.

LESSON X.

d, t, k, w; h, m, l, g, in review.

The sounds of these consonants, as initials, to be taught with the digrams og, op, id, ig.

dog

log

hog

New words.

so
hit
me
her
cut
Let
him
that
Dash
O, no

d og	dog
l og	log
h og	hog
t op	top
m op	mop
k id	kid
l id	lid
w ig	wig
g ig	gig

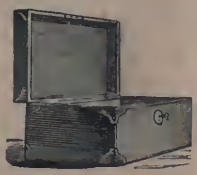
top

mop

This is my dog, Dash. See him run! Run, Dash, run!

I see a man and a log. Can the man cut the log? Yes, he can cut it. I see a mop and a top.

kid



lid

wig

gig

I see a hog in a pen. It is a fat hog. My pet hen is on the pen. Can the hog see her? No, she is *on* the pen and the hog is *in* the pen. Can the hog run? No, he is so fat that he can not run. Let me hit the fat hog. O, no; do not hit him.

I see a kid. I see a box, too; and the box has a lid. I see a gig and a wig. A man has the wig on.

The names of the letters to be taught, or reviewed.

D d, T t, K k, W w, M m.

LESSON XI.

Sound Analysis.

Naming Word.	*Separating Sounds.*[1]	*Separating Sounds.*[2]
at	at	a t
mat	m at	m a t
rat	r at	r a t
vat	v at	v a t
fat	f at	f a t

Sound Synthesis.

Giving Sounds.[2]	*Giving Sounds.*[1]	*Naming Words.*
a t	at	at
m a t	m at	mat
r a t	r at	rat
v a t	v at	vat
f a t	f at	fat

Review drill in naming letters.

a, t, m, r, v, f.

Sight Spelling.

Naming Words.	*Naming Letters.*	*Naming Letters.*	*Naming Words.*
at	a t	a t	at
mat	m a t	m a t	mat
rat	r a t	r a t	rat
vat	v a t	v a t	vat
fat	f a t	f a t	fat

1. Teach the pupils to give separately the sound of the initial consonant and of the following digram.

2. Teach the pupils to give separately the sound of each letter.

LESSON XII.

The following words, which, with five exceptions, **wet, did, hop, sup, pup,** *have been given in previous lessons, are to be used in drilling the pupils by means of the blackboard, in sound analysis, sound synthesis, the naming of letters, and sight spelling, as exemplified in Lesson XI.*

can	men	set	get
fan	hen	let	pet
van	pen	net	wet
kid	gig	dog	ox[1]
lid	big	log	box
did	pig	hog	fox
top	got	mug	cup
mop	lot	bug	sup
hop	not	bud	pup
sat	cat	hat	pat

The names of the letters in review.

A a, E e, I i, O o, U u.

1. Teach the sound and the name of the letter x. These have not been previously taught.

LESSON XIII.

Initial consonants with the digrams ag, un, ut.

New words.
go
for
old
put
gad
boy
will
nuts
have
from
in-to
them

lag	run	cut
rag	fun	nut
nag	gun	hut
bag	bun	but

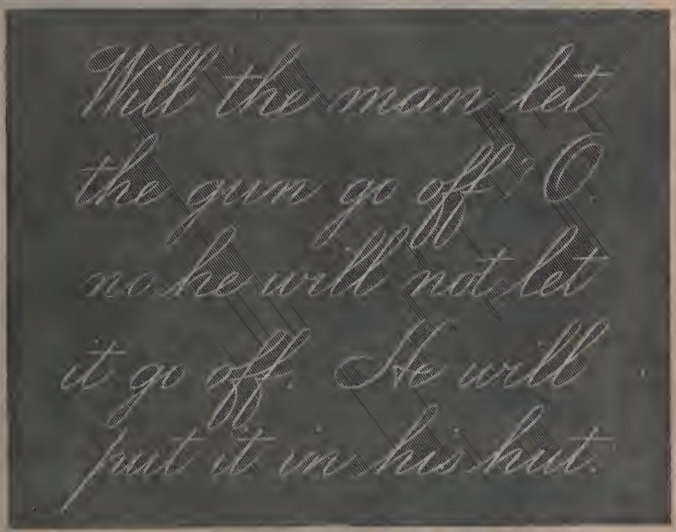
See! See! That man has a gun in his hand. Do not let it go off! O, no; it will not go off; the man will put it in his hut.

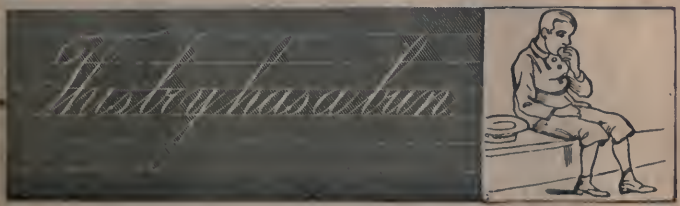
Do you see this boy? He has an old nag and a dog. The dog will not lag, but the boy will have to cut a gad to get his nag to go. He has put

a big bag of nuts on the nag. He got them from the old man.

It is fun for a boy to get nuts so.

In the hut is a rag mat, but the boy will not let the dog run in-to the hut to sit on the mat.





LESSON XIV.

Initial consonants with the digrams **ug, ed, ap, up.**

New words.

be
up
kill
Fan
bad
had
your
with

jug	Ned	rap
pug	bed	nap
bug	red	cup
mug	fed	pup

Fan, a cat is in your bed! A cat in my bed? Yes, she has had a nap in it. Get up, fat cat! Get up! See, Ned, she will not get up for me. Can *you* get her up?

Yes, I can get her up. Get up, old cat, or I will hit you! See, Fan, she is up, and has run off to the mat.

Ned, your pup will not be a big dog, will he?

No, he is a pug and will not be big. He is a bad pug, too. I had to rap him with my hand to get him up to the mug to be fed.

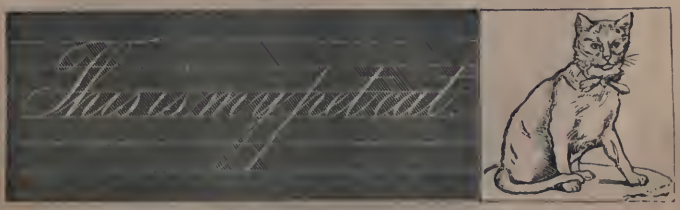
Fan, do you see that bug?

Yes, it is on your jug. It is a big, red bug.

Do not let it get in my cup, Ned.

No, I will not let it get in. I will kill it.

O no, do not kill it! Let it go,



The names of the letters to be taught, or reviewed.

J j, D d, B b, H h, K k.

LESSON XV.

Initial consonants with the digrams am, ad, od.

Sam	sad	cod
dam	lad	rod
ham	gad	sod
ram	bad	hod
jam	had	pod

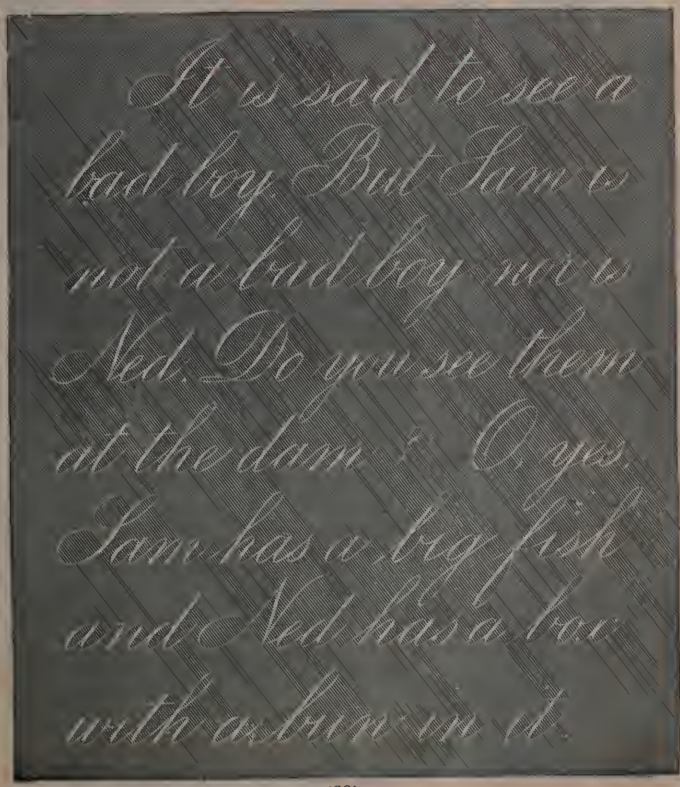
New words.
tin
bit
out
are
fish
sees
some
Ned's
Sam's

Sam and Ned are at the dam. Sam has a rod. He has got a fish. It is not a cod, but it is a big fish. He will get it out on the sod, and Ned will put it in his bag.

Ned has a tin box, and in it he has a bun with some jam on it, and a bit of ham.

The man will put his hod on the log, and will go to see Sam's fish.

That is a ram by Ned. He sees the bun and the ham in Ned's box, but can not get at them, for the lad Ned has a gad and will not let him.


It is sad to see a
bad boy. But Sam is
not a bad boy, nor is
Ned. Do you see them
at the dam? Yes.
Sam has a big fish
and Ned has a box
with a bun in it.

LESSON XVI.

Initial consonants with the digrams **ap, ip, up, ub.**

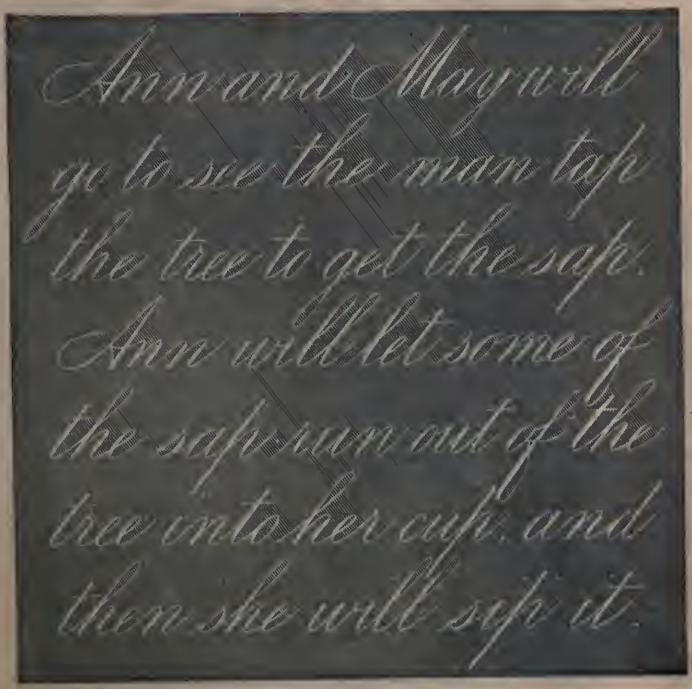
New words.
if
of
us
tips
tree
dips
cats
Ann
then
dogs
Well
some
come

sap	sip	sup
lap	lip	cup
tap	dip	tub

Come, Ann, let us go to see the man tap the tree. We can see the sap run. The man will get it and put it in-to a tub. We can dip some of the sap out of the tub with your cup and sip it. Do not let your dog get at the sap, for if you do, he will sup it.

O, May, a dog can not sup, but he can lap. Cats and dogs lap.

Well, then, do not let him lap it. See! The man dips the sap out of the tub in-to the pot with a big tin cup. Do not get the sap out of the pot to sip. It is too hot to put to your lips. But let some run out of the tree in-to your cup, and then you may sip it.


Ann and May will
go to see the man tap
the tree to get the sap.
Ann will let some of
the sap run out of the
tree into her cup, and
then she will sip it.

LESSON XVII.

b *final, preceded by digrams in* a, e, i, o, u.

Mab	web	Rob	hub
Rab	nib	cob	cub
Tab	rib	job	rub
cab	fib	sob	tub

New words.
oil
sin
far
yet
they

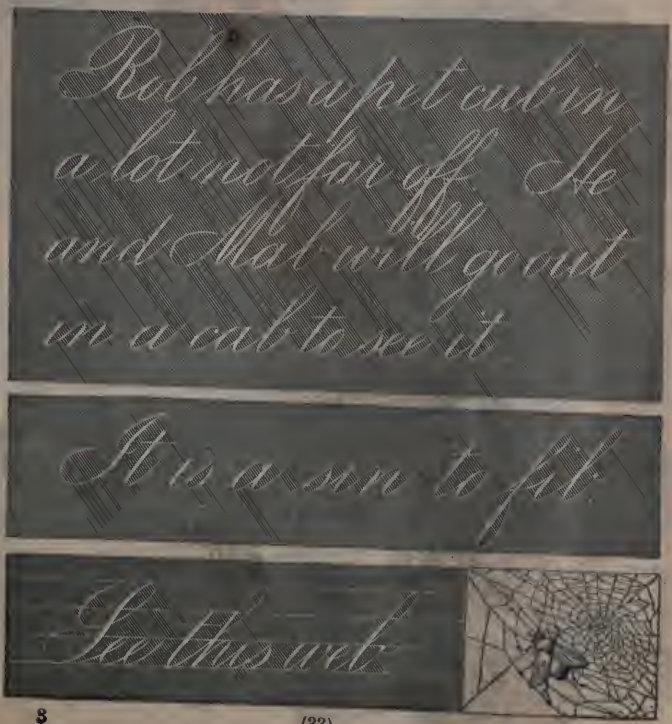
Rob has his old cob or nag in a cab. He and Mab will go out in it to see a pet cub, that Rob has in a lot not far off. But they can not go yet, as Rob has some jobs

In the phonic analysis of the words in the lists of this and succeeding lessons, the sound of the initial digram should first be separated from that of the final consonant, and then the sound of the digram itself should be analyzed, *e.g.*, cab, ca b, c a b. The synthesis may be made in the reverse order, or in the order exemplified in Lesson XI.

Also, the sound of s, as a final letter, should be taught with those words to which s can properly be attached: *e.g.*, hub, hub s, hubs; Mab, Mab 's Mab's; rub, rub s, rubs.

New words.
as
mud

to do. He has to rub the mud off the cab. He will dip that big rag that he has in his hand in the tub, and wet it, to rub the mud off. He has to put oil in the hubs of his cab, too. His dog, Rab, is to go with him; but Mab's cat, Tab, can not go.



LESSON XVIII.

d *final, preceded by digrams in* a, e, i, o, u.

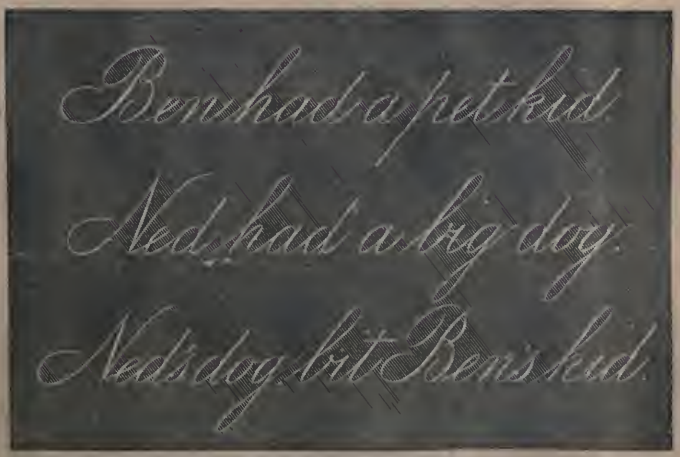
sa d	fe d	ri d	ro d
ba d	le d	li d	so d
ga d	re d	di d	ho d
ha d	be d	hi d	bu d
ma d	Ne d	ki d	mu d

New words.
As
Ben
ran
cold
told
Then
when

Ned had a dog, and Ben had a pet kid. Ned set his dog on Ben's kid as it lay on the sod in the lot. The dog bit the kid on the leg, and Ned hit it with a big gad or rod. Then he hid the kid in a pit to get rid of it.

New words.
its
pit
leg
lay
was
poor
dead

The pit had mud in it, and the kid got wet and cold. As Ben had not fed the kid, he ran to the lot to see it. When he did not see the kid he was sad. He then ran to see if Ned had led it off to its bed. Ned was a bad boy and was mad with Ben, but yet he told Ben, the kid was in the pit. But when Ben got it out of the pit, his poor kid was dead.



LESSON XIX.

g *final, preceded by digrams in* a, e, i, o, u.

rag	leg	big	log	rug
nag	beg	dig	jog	tug
bag	peg	gig	bog	bug
wag	pig	wig	hog	dug

New words.
nor
Tim
how
who
Tom
What
all, ax

Tom and Ann are in a gig. See how they go! Rob on his nag jogs on well too. What fun they all have!

This old man has to dig in a bog. He has dug up a big wet log. He has to tug at it to get it out on the

sod. When he gets it out, he will cut it up with his ax.

Come, and see this hog in his pen. He is so fat he can not run, nor can he get out. That pig by him can get out if he will, he is not so big, nor so fat, as the hog.

This old man put his wig on that peg. But Tim, who is a sad wag, has hid it in the man's bag, and so the man can not see it. Let us beg of Tim to get the wig for the man.

What a sad wag Tim is!

LESSON XX.

m *final, preceded by digrams in* **a, e, i, o, u.**

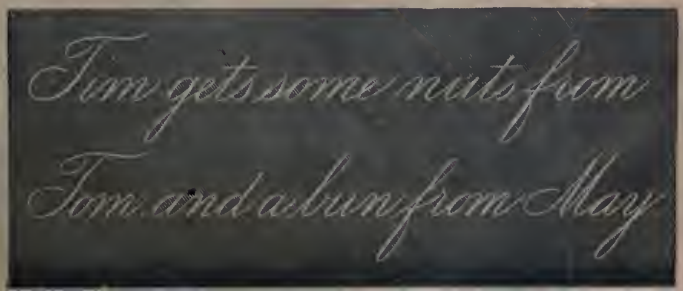
Sam	ram	Tim	Tom
ham	dam	him	hum
jam	hem	rim	sum

New words.
day
full
rest
play
fond
give
hard
Poor
They

Tom has a hard sum to do, and May has to hem the rim of her hat. But Tim will play all day with his new, red top, he is so fond of it. He has got it to go so well that it hums. Tom says the hum of the top will vex him, if he has to do sums. But Tim is so

New words.
ten
vex
new
says
goes

full of fun, that he can not rest. May says, she can hem when Tim's top hums, but begs of him to run off and not vex Tom. Tim says, he will do ten sums for Tom, if Tom will let him. Poor Tim! He can not do sums yet, they are too hard for him. Tom says, he will give Tim some nuts if he will run off, and May says, "Do run off, Tim, and I will give you a bun with some jam on it." May goes out with Tim, and gets the bun and jam for him, and some ham too, and then Tim gets the nuts from Tom.



LESSON XXI.

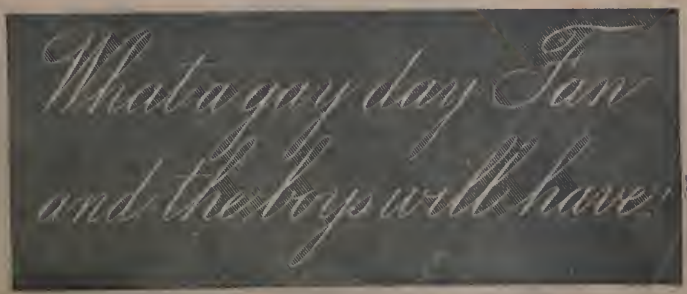
n *final, preceded by digrams in* a, e, i, *and* u.

New words.
If
till
gay
girl
cart
barn
dear
were
eggs
boys
shot
keep
Here

Dan	Ben	sin	fun
Fan	fen	tin	run
can	ten	bin	sun
tan	den	din	bun
man	hen	pin	gun

Come, Fan! Come, boys! The sun is up. Fan, you were to set the hen on the ten eggs in the pen. Run and do it. Dan, you may cut the ham, and Fan will put it in a tin box with a

pot of jam. She will put some buns in the tin can for us. Then, Dan, you may see that the dogs are fed. What a din they keep up till they are fed! Let the man put the nag to the cart, and you, Ben, run and get my gun. It is in the bin in the barn. If we go by the fen, we can see the den of the fox, and it may be, I can get a shot at him, if I have my gun. Here is Fan! Get your hat, my dear, and pin it on, or the sun may tan you. It is hot to-day. Do not for-get the box and the can, boys. In-to the cart, my girl! Up, boys, up! What a gay day we are to have!



LESSON XXII.

p *final, preceded by digrams in* a, e, i, o, u.

ta p	li p	to p	so p
ca p	hi p	lo p	cu p
ga p	di p	ho p	su p
ma p	Je p	mo p	pu p

New words.
My
tea
hay
way
now

1. Tom, go to the gap and see that the pigs do not get out of the lot in-to the hay. You may lop off a gad from the tree, and hit the pigs with it, if they

come to the gap. My hip is so bad I can not go out to-day. Yes, Jep may go with you. That is my cap you have, but you may put it on.

2. Here are Tom and Jep at the gap. Jep is in a nap, but the pigs will not come near, for Tom has his gad. If they do, Tom will tap Jep with it, and set him on the pigs. Tom has a cup, and a tin can with some cold tea in it. He dips his cup in-to the can, and wets his lips with the tea, now and then. It is a hot day, and Tom is hot.

From the gap, Tom can see the men at the hay. He sees Ben on the top of a load. If the load tips will Ben fall? No, he will slip off, and hop out of the way.

LESSON XXIII.

t *final, preceded by digrams in* a, e, i, o, u.

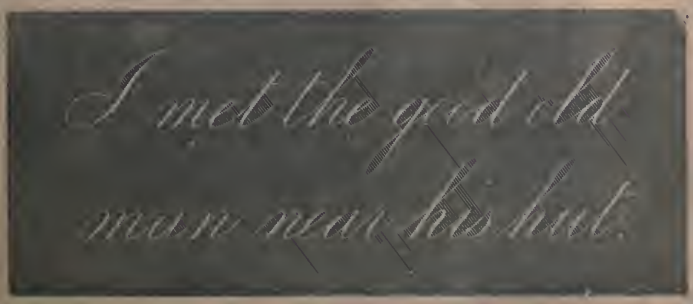
ca t	se t	fi t	lo t	cu t
sa t	pe t	si t	co t	ru t
ha t	ye t[1]	pi t	no t	nu t
pa t	we t	bi t	ho t	hu t
ma t	me t	hi t	Do t	bu t

New words.
Bep
said
tree
How
good
went

"Come in with me, my boy," said old Rob, when I met him to-day near his hut. So I went in. When we got in, he told me to sit up-on a bit of log, that had a rug up-on it, and to put

1 For the various forms of the letter y, see foot of page 47.

my hat up-on a cot or bed near by. "This is my dog, Bep," said he. "He is not a bad dog, so you may pat him." But the dog was big and fat, so that I did not get him to play with me. "This is Dot, my cat," said Rob. The cat sat up-on a mat near him. "She is an old pet," said he, "and yet a good cat to get rats." He then got some tea out of a pot. "Will you have some tea?" said the old man. The tea was good, but hot. He then cut a bit of bun for me, and put some nuts in-to my hand. He said he got the nuts from a tree in the lot near the hut. How good to me the old man was!



LESSON XXIV.

x *final, preceded by digrams in* a, e, i, o, u.

			Vix	ox
			fix	fox
ax	lax	vex	six	box
tax	wax	sex	mix	dux

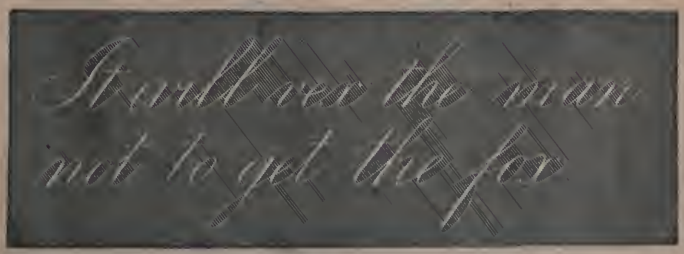
I am Vix, a pet fox, and I have a box with a rug in it to sit up-on. I am not so big as that ox, but then he can not run so well as I.

I see a man and his six dogs. They will come this way, so I am off to my box. It will tax the ox to get hid from the man and his dogs. But I can sit in my box, so

that they can not see me, but yet I can see them.

It will vex the man if the dogs do not get me; but, if I am hid in my box, they can not. It is well for me that they can not see me, for they are bad dogs, and they run well.

It is fun to vex the man with the gun and dogs, but what a fix the ox will be in, when they come up!



The names of the letters to be taught, or reviewed.

X x, Y y, J j, F f, R r.

LESSON XXV.

r *final, preceded by digrams in* a, e, i, o, u.

New words.

barn Your
glad must
hurt goes

far	tar	or	fur
jar	her	for	cur
car	fir	nor	bur
bar	sir	.	pur

Ben, put on your cap and go for the tar. My fur cap, sir? Yes, your fur cap. The tar is in a big jar in the barn. Your dog has bit this kid on the leg. Can you put the

NOTE.—The presence of r after the vowels a, e, i, o, modifies their usual short sound.

tar on it? Yes, sir. I can put it on with a rag.

Your dog is a bad dog, Ben. He is a cur, for he bit at a girl to-day. Not a girl, sir? Yes, a girl. Did the dog hurt her? No, she was not hurt, nor did she run from him. Not far off was a fir rod or gad, and she got it, and hit him a good rap with it. She hit him, did she? I am glad she did. He *is* a bad cur. But, Ben, you must not let your dog bar the way, when a girl or boy goes by. No, sir, I will not; I will keep him in the barn.

LESSON XXVI.

ll *final, preceded by digrams in* e, i, o, u.

te ll	Ne ll	ri ll	Po ll
be ll	se ll	ti ll	do ll
de ll	fi ll	ki ll	lu ll
pe ll	bi ll	wi ll	cu ll
me ll	hi ll	mi ll	du ll

New words.
ask
eat
foot
hear
back
bank
down

Nell, I will tell you what we can do in the lull of this hot day. Let us run down the hill to the mill and play.

May I have my doll?

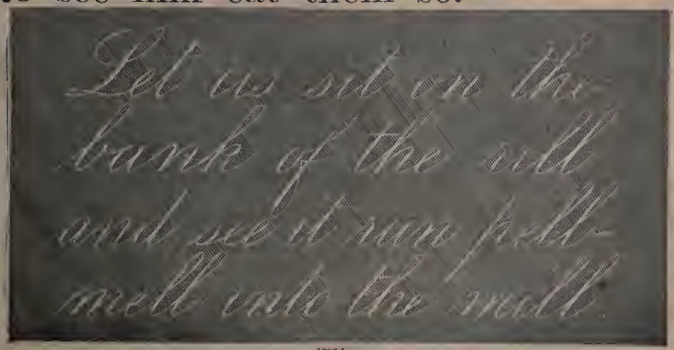
O, yes, get your new wax doll. It will be dull if we do not have a doll to play with,

Then we can ask the man at the mill to let us go up to the top and see the bell, can we not?

O, yes, and we can go into the dell near the mill, and play till we hear the mill bell ring for tea at six.

And we can sit on the bank of the rill and see it run pell-mell in-to the mill.

Yes, and then, Nell, we can cull some nuts from the tree near the bank, and when we come back we can give the nuts to Poll. He is so fond of them, he will be glad to get them. He will put them in his bill with his foot. It will be fun to see him eat them so.



LESSON XXVII.

ss *and* **ff**, *preceded by digrams in* **a, e, i, o, u.**

la ss	le ss	Mi ss	mo ss	o ff
ba ss	Be ss	Ro ss	fu ss	do ff
pa ss	me ss	lo ss	ga ff	cu ff
ma ss	ki ss	to ss	ti ff	mu ff

New words.
say
one
two
pull
rose
does
boat
meet

1. Do you see that girl with the rose bud in her hand? She runs out to meet Miss Ross and give it to her. It is the bud of a red moss rose, and Miss Ross will kiss her for it, and will say to her: "What a dear pet you are!" Miss Ross lets Bess

NOTE.—Orthoepists differ as to the sound of *a* followed by *ss*

New words.
just
look
such
slow
much
make
mean

have her muff, and asks her to pin on her cuff that had come off. And Bess will do it. What a dear girl Bess is! She does not let a day pass, but she does good to some one.

2. Here are two boys in a boat. Let us hear what they say: "I have a fish, Tom, and a big one, too! Doff your hat and get your gaff. Now, out with him! Do not be so slow."

"Well, Ned, do not make such a fuss. One bass the less is not much of a loss. We have a good mess now."

"Now we have him, Tom! But he does not look so big as he did just now. I will toss him back if you say so. But do not get in a tiff with me, I did not mean to vex you."

LESSON XXVIII.

ck, *preceded by digrams in* a, e, i, o, u.

Ja ck	de ck	li ck	Di ck
ra ck	be ck	si ck	ro ck
pa ck	ne ck	ki ck	lu ck
ha ck	pe ck	pi ck	du ck

New words.
son
saw
long
time
pool
yard
used
been
Once

Dick is the son of a poor hack-man. One day he got a kick on the leg from the old nag that goes with the hack. The nag did not mean to kick Dick, but yet she hurt his leg, and he got sick, and so has not been out for a long time. Poor sick Dick! He does not

New words.
silk
lost
half
oats
wish
noon
more
name
made

have much fun. He has a pet duck, but when he has fed it, it goes off to its pool in the yard.

Once he had a dog, Jack, that was fond of him, and that used to lick his hand, when Dick went to pet him. But, one day when a pack of dogs went by, Jack ran off with them, and Dick saw him no more.

Once, too, Dick had a cat. Her name was Puss. He used to deck her neck with bits of silk. But Puss went off in the hack one day and got lost. Dick has had poor luck with his pets.

Now and then Dick sits on a rock that is in the yard, and looks at the old nag, as she eats her half-peck of oats, at noon, or pats her neck, as she picks her hay from the rack. Poor boy! Do you not wish he were well?

LESSON XXIX.

sh *initial and final, with digrams in* a, e, i, o, u.

sh ad	sh in
sh am	sh od
sh ed	sh ot
Sh em	sh op
sh ip	sh ut

sh un

New words.

toy
buy
Roy
whip

Roy and Fan are in a shop. Fan will buy some silk for a sash, and Roy will buy a toy ship and a new lash for his whip. See! he has the cash in his hand for them.

Here is a dish with some fish in it. They are shad. They are good to eat. Do you not wish you had some?

This man is in a shed. He has hurt his shin. He went with a rush to

ca sh	la sh	ha sh	wi sh
da sh	ra sh	fi sh	ru sh
ga sh	sa sh	di sh	mu sh

shut the door, and fell down. He is too rash. Not long a-go he cut a gash in his foot with an ax.

Here are two boys, Fred and Ben. They are at a meal. Fred has hash, but Ben has mush. They seem to eat too fast. It is not well to eat one's food fast.

New words.

fly
fast
food
post
door
one's
Fred
meal
seem
down

This colt is to be shod at this shop. If he wish to dash a-way, he can not. He is made fast to the post that you see.

LESSON XXX.

ch *initial and final, with digrams in* a, i, o, u.

ch ap	ch it	ch op	ri ch
ch at	ch id	ch ub	su ch
ch in	ch ip	ch um	mu ch

New words.
Mr.
left
talk
rest
care
look
burn
done
were
wood

Come, Fred, let us have a chat with this old man.

Good day, Mr. Rich, we are glad to see you look so well. How hard you work, sir!

Yes, my boys, I have to work hard. I have to chop all day long, but I have not done much to-day as yet.

You have made a lot of chips here, Mr. Rich. What are they good for?

I burn them, but the wood that I cut, I sell.

Do you not get a rest from your hard work, now and then, Mr. Rich?

O yes, I fish when fish are to be had, but one can get no sort of fish but chub just now. Such fish I do not care much for.

O no, nor do we. But have you no one to work with you, Mr. Rich?

Will Chap-man has been with me all a-long, but he left me to-day. I chid him for his bad work. He got to be too slow. He said he did not wish me to talk to him as if he were but a chit, when we had been chums so long, and then he went off. But I can get a-long with-out him.

So you can, Mr. Rich. Good-day, sir.

Good-day, boys.

th *initial and final;* wh *initial, with digrams in* a, e, i, o, u.

th in	pi th
th ud	la th
ha th	pa th
Se th	ba th
He th	mo th

th an	th en	th is	wh en	wh ip
th at	th em	wi th	wh et	wh it

New words.
line
fine
last
best
trim
pond
week
owns

What is that you said, Seth?

I said, "I wish I had a lath."

What do you wish to do with a lath, Seth?

If it be not too thin, I can trim it down and make a good rod of it. Then we can go to the pond and fish.

Well, I can get you a good one. I put one away last week;

or stay, will a whip rod do? I have a fine long one.

O, yes! that will be best. Go and get it. Run! Ah! this will do. I will fix my line to it, and then we can have good fun.

Let us go to the pond by the near path, Seth. I saw a big red moth when I went a-long that path to-day. It may be we can get it if we go that way.

Yes, and I will tell you what we can do when we have got a fish or two; we can go in for a bath.

But what will Mr. Heth, who owns the pond, say to that?

O, he will not care a whit.

LESSON XXXII.

ng *final, preceded by digrams in* a, i, o, u.

New words.				
quit	ba ng	ra ng	si ng	ru ng
loud	ha ng	sa ng	lo ng	su ng
word	ga ng	ri ng	do ng	hu ng
Hark	pa ng	di ng	so ng	bu ng

SONG OF THE BELL.

Hark to the song,
The song of the bell!
It sings as it rings,
But who can tell,
With its ding, dong, ding,
And its dong, ding, dong,
Why does it sing,
Or what is its song?
This is the song,
The song that is sung,
This is the word
From the loud bell rung:
"Play is done,
Work is begun,
Boys and girls must now quit fun."

Hark to the song,
The song of the bell!
It sings as it rings,
But who can tell,
With its ding, dong, ding,
And its dong, ding, dong,
Why does it sing,
Or what is its song?
This is its song,
The song that it sings,
This is the word
The bell *now* rings:
"'Tis the end of the day,
'Tis time for play,
Now, boys and girls, put work away."

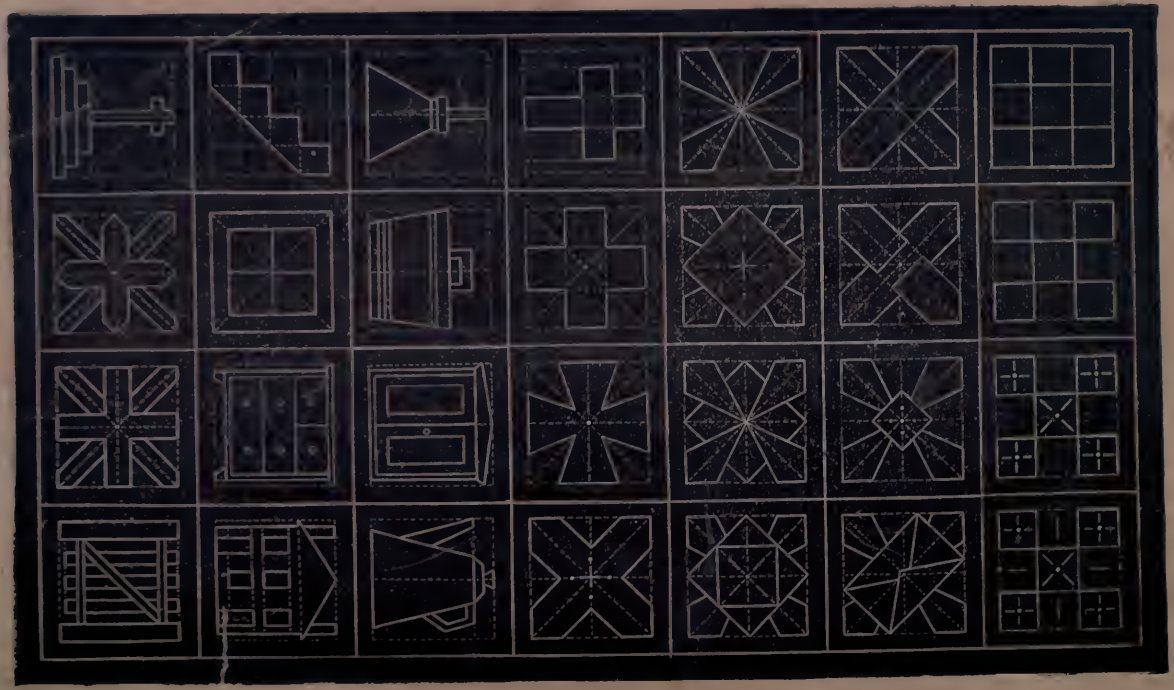
LESSON XXXIII.

q *and* z.

The word quit has a q, and the word buzz has two z's. We can now say the A, B, C, from A to Z.

The names of the letters to be taught.

Q q, Z z.



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